

General Certificate of Education
January 2005
Advanced Level Examination



GENERAL STUDIES (SPECIFICATION B)
Unit 6 Space-Time

GSB6

Thursday 27 January 2005 Morning Session

In addition to this paper you will require:

- a 12-page answer book;
- Source Material (enclosed).

Time allowed: 1 hour 45 minutes

Instructions

- Use blue or black ink or ball-point pen.
- Write the information required on the front of your answer book. The *Examining Body* for this paper is AQA. The *Paper Reference* is GSB6.
- Answer the question in **Section A** and **one** question in **Section B**.
- Do all rough work in your answer book. Cross through any work you do not want marked.

Information

- The maximum mark for this paper is 80.
- Mark allocations are shown in brackets.

Advice

- You will be assessed according to your ability to:
 - select and use a form and style of writing appropriate to purpose and complex subject matter;
 - organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
 - ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

NO QUESTIONS APPEAR ON THIS PAGE

SECTION A

Answer this question.

1 Read **Source A** and answer the following question:

We can all agree that when children do not have access to:

- education to reach their full potential
- proper health care
- safe places to play, and
- a sufficient income,

they are, in a real sense, *poor*.

How optimistic can we be that we shall ever do away with child poverty?

(40 marks)

SECTION B

Answer **either** Question 2 **or** Question 3.

EITHER

2 Read **Sources B** and **C** and answer the following question:

The number of international tourist arrivals is expected almost to double by 2010, to 937 million, according to the World Tourism Organisation.

How far is it possible for tourism on this scale to meet what Jonathon Porritt calls ‘the challenge of sustainability’? (40 marks)

OR

3 Read **Sources D** and **E** and answer the following question:

‘Not all the past is recoverable’, says Elton (Source D); Kennedy calls the Net an ‘all-encompassing snapshot of the human race’ (Source E).

How useful will this snapshot be to those who write the history of the present age?

(40 marks)

END OF QUESTIONS

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SOURCE MATERIAL

This source material is to be read in conjunction with question unit GSB6.

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SOURCE A

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SOURCE B

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SOURCE C

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SOURCE D

The study of history comprehends everything that men have said, thought, done or suffered. That much is commonplace, but also not quite true; some reservations have to be made. In the first place, not all the past is recoverable, and the study of history is necessarily confined to that part of it which survives or can be reconstructed in the mind. That is to say, while history may commonly be thought of as the whole of mankind's past life, it is in truth equal only to the surviving past. Historical study is not the study of the past but the study of present traces of the past; if men have said, thought, done or suffered anything of which nothing any longer exists, those things are as though they had never been. The crucial element is the present evidence, not the fact of past existence; and questions for whose answer no material exists are strictly non-questions. True, this is a less limiting reservation than may be thought because the surviving traces of the past are not confined to material survivals; evidence can to some extent be discovered where it appeared not to exist, and the historian's techniques at times enable him to reconstruct that which is lost from that which is still around. Yet the limitation remains important, especially in practice. Lively minds of little knowledge like to charge historians with asking the wrong questions or with treating uninteresting problems. The history of princes and politics, or war and diplomacy, is often called dull and insufficient; why do we not hear more about 'ordinary people', the lives of the poor, the whole of 'society'? The charge can be true, but only if in fact the evidence for the study of such problems exists. If it does not, they have no place on the historian's table.

Source: G. R. ELTON, *The Practice of History* (2nd Edn.), Oxford: Blackwell Publishers Ltd., 2002

SOURCE E

The Internet, or the Net as it's more often called, is a real bag of tricks. You can send documents worldwide in a flash, find an answer to any question, shop the globe, hear new music, dabble in the stock market, visit art galleries, read books, play games, chat, catch up on your latest hometown news, make new friends with similar interests, grab free software, manage your bank account or just fritter away your spare time surfing the Web.

That's not to say the Internet is merely something to play on when you get home from work. Far from it. It's firmly entrenched in the workplace. Millions of companies already use it to promote their products, take orders and support their customers. More communication is done by email than the phone, fax and printed letter combined.

A passable knowledge of the Internet in 1997 was enough to land you a job. Today it is becoming a prerequisite in many fields – a case of get online or get left behind. But the most worrisome aspect is not the difficulty in getting online, but the time involved in keeping up-to-date, and its stress on our physical, mental and social well being.

Still, like it or not, the Net is the closest thing yet to an all-encompassing snapshot of the human race. Never before have our words and actions been so immediately accountable in front of such a far-reaching audience. If we're scammed, we can instantly warn others. If we believe there's a government cover-up, we can expose it through the Net. If we want to be heard, no matter what it is we have to say, we can tell it to the Net.

*Source: ANGUS J KENNEDY, *The Rough Guide to the Internet* (8th Edn.), London: Rough Guides Ltd., 2002*

END OF SOURCE MATERIAL

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